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ABSTRACT

The four general areas of study undertaken by the author are described in this report. The areas of study were, first, an attempt to ascertain whether there was a perceived need for presidents and trustees for orientation and inservice education programs for trustees; second, an investigation of the understandings or misunderstandings which may occur between the president and his board regarding the mission of a comprehensive community college; third, an ascertainment of whether the presidents and trustees felt there were successful techniques and procedures to orient and educate board members; and, fourth, an effort to ascertain whether State, university, or other organizational efforts might be deemed appropriate in the formulation of programs to educate boards. (Author/SGM)

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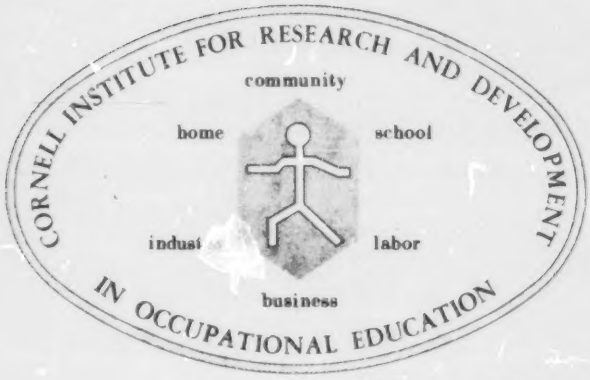
PRESIDENTS - TRUSTEES

AND THE COMPREHENSIVE TWO-YEAR COLLEGE



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FOREWORD

On the time line of educational history the community college is still an infant institution. In contemporary reality it has quickly become a vigorous adolescent: searching for its unique identity, ambivalent about its independence, and insecure in its stated mission.

Those appointed to positions of responsibility for determination of community college policy have little historical basis for such determinations and less direct experience with the institution. Few community college trustees ever attended a community college.

The value structure that has grown up around the "college" and "university" as they are known in American society imposes many subtle road blocks to development of a community college that proposes promotion of an egalitarian ideal through comprehensive programs. The concept of developing human resources conflicts sharply with the traditions of educational institutions as selection agencies.

Dr. Frederick has made an enthusiastic and courageous foray into this maelstrom of conflicts and contradictions. While much has been written about the public school board and the university board of trustees, few studies of the community college board have been made. Dr. Frederick's experience as a community college president and his current identity in that role opened doors and stirred dialogue that might have been denied another researcher.

It remains for others to pick up the cues provided here; to identify the many suggestions, both overt and covert, for additional research, and to apply the tools of the research specialist to more rigorous examination of the many researchable problems.

For now, Dr. Frederick's twelve recommendations should

provide adequate agenda for discussion at local board meetings, meetings of administrators and the programs of various associations of both administrators and trustees.

John Wilcox
Director

TABLE OF CONTENTS

Introduction---------- 1

Procedure for the Study---------- 4

Study of Recent Literature---------- 5

Characteristics of the Sample---------- 8

Nature of the Questionnaires---------- 10

Summary of Interview Data---------- 11

- board appointments---------- 13
- representation---------- 14
- responsibilities---------- 17
- role of the board---------- 22
- function of the college---------- 23
- evaluation---------- 25
- orientation---------- 27
- attitudes---------- 29

Strategies Used to Resolve Differences of Opinion, Philosophy or Practice Between Presidents and Trustees---------- 34

Issues Dealing With the Mission of the Comprehensive Community College---------- 38

Generalizations and Recommendations---------- 46

Bibliography---------- 55

Appendices

- Trustee Questionnaire---------- 57
- Presidents Questionnaire---------- 63
- Check List of Techniques for Educating Boards---------- 69
- Examples of Activities/Programs/Attitudes Found in Community Colleges---------- 75

INTRODUCTION

Background and purpose of the study

This study grows out of the experience of the author as the president of a comprehensive community college for the past six years. In that capacity the author, as with other presidents, has dealt with a lay board of trustees who have come from backgrounds and experiences which have not included any prior contact with a community college. It has been, therefore, the author's belief that one of the major functions of a community college president is the education of the board of trustees as to the unique nature of the educational mission of the community college, particularly the programmatic and staffing implications of that mission.

In the fall of 1971 an Institute for Occupational Education was established within the Department of Education at Cornell University, with funding under the Vocational Education Act administered by the State Education Department. The Director of the Institute sought to obtain a community college capability within the program of the Institute by seeking project proposals from presidents of community colleges. His desires came to the author's attention and a meeting was arranged to discuss various research possibilities that the author might undertake with sponsorship by the Institute.

It was ultimately agreed that a study dealing with the relationship between community college presidents and their boards of trustees would be undertaken. Particular attention was to be given to the trustees' perceptions of the comprehensive mission of the community college with specific reference to occupational education and the education of "The New Student". A special V. E. A. grant was sought from and approved by the Bureau of Two-Year College Programs of the State Education Department.

Four general areas of study were undertaken by the author. First, an attempt was made to ascertain whether there was a perceived need by presidents and trustees for orientation and inservice education

programs for trustees. The second area that was studied dealt with understandings or misunderstandings which may occur between the president and his board regarding the mission of a comprehensive community college.

A third area of investigation was to ascertain whether the presidents and trustees felt there were successful techniques and procedures to orient and educate board members. A catalogue and assessment of these procedures would hopefully be of value to the academic community.

The fourth area of investigation was an effort to ascertain whether state, university, or other organizational efforts might be deemed appropriate in the formulation of programs to educate boards. In New York State there is an Association of Boards and Councils of Two-Year Colleges and the State University under whose program the community colleges operate. In addition several universities in New York State are making efforts to establish an identity with community colleges. It was thought that trustees and presidents might see that one or more of these types of agencies could offer constructive programs or services to the benefit of the community college movement.

With assistance from the Bureau of Two-Year College Programs, of the State Education Department and the Cornell Institute for Occupational Education the author identified eight community colleges that might serve for the purposes of the study. Since the time available for the project was only the fall semester of 1972, it seemed advisable to do selective case studies of representative community colleges in the state system. The eight colleges selected represented the range of characteristics that paralleled the total population of community colleges in New York State in terms of size, type of sponsorship, tenure of the president, tenure of trustees, range of programs, and location. The eight colleges were Erie Community College, Herkimer County Community College, Jamestown Community College, Monroe Community College, Sullivan County Community College, Westchester Community College, Columbia-Greene Community

College and Suffolk County Community College. As the study progressed two of the eight colleges were not used for the project. Nevertheless, it was felt that the six institutions from which useful data was obtained presented a sufficient sampling of information from which certain kinds of conclusions and recommendations could be made.

PROCEDURE FOR THE STUDY

The author has a long standing bias against filling out the many questionnaires which cross his desk - almost on a daily basis. It was felt, therefore, that on-site visits and interviews with trustees and the presidents would be a more fruitful way of gaining meaningful information. It was also felt that the author, because of his own experience and background, would be able to establish a rapport with the interviewees and be able to interpret and probe answers as they were given. For the purpose of developing an interview questionnaire, the early fall was spent surveying the literature that the Cornell University library had available dealing with trustees and their relationship to college presidents. As one might suspect the bulk of the literature dealt with private institutions although a few references were found that dealt specifically with community colleges. None of the literature dealt with trustees in New York State.

Following an analysis of the literature, interview questionnaires were formulated, one for trustees and a slightly different version for presidents. The interview questionnaires were field tested at nearby Tompkins-Cortland Community College with the cooperation of the President, Hushang Bahar, and two of his trustees. The field testing of the questionnaires led to revisions plus the addition of two checklists which were used in conjunction with the interviews. A travel schedule was arranged with the cooperating colleges and the months of October and November were spent visiting the colleges and interviewing the presidents and trustees. In arranging the visits, the author sought and received opportunity to interview the chairman of each board as well as one or two recent appointees. Other trustees interviewed were left to the discretion of the president.

STUDY OF RECENT LITERATURE

In order to gain some insight as to what may have already been concluded about board-presidential relationships, a search was made of the literature dealing with the described roles of boards of trustees and the problems of educating or orienting board members to their functions. This search extended back to the late 1950's. The most valuable documents were two doctoral dissertations from which the researchers had written journal articles.

Charles Reavis,[1] in a doctoral dissertation done at Duke University in 1968 entitled Boards of Trustees of Community Colleges in North Carolina: Their Organization, Functions, and Activities, attempted to study (1) the board members' conceptions of their functions, (2) the board's inclination to administer the college, (3) the level of participation in the functions they did accept, and (4) the ". . . level of training for board duties, and desire for more training . . ." Reavis concluded that the presidents should take active leadership in educating the board members as to their duties. He recommended that trustees should regularly receive information regarding their functions. He felt that board members should engage in self-study of the functioning of the board to see whether it was carrying out its proper role. He further recommended that each board should have a written statement as to its functions as defined by the board itself.

In another doctoral study done by Orley R. Herron, Jr.[2]

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[1]Reavis, Charles, Boards of Trustees of Community Colleges in North Carolina: Their Organization, Functions, and Activities, Duke University, 1968.

[2]Herron, Orley R. Jr., A Study of Inservice Education Programs for Boards of Trustees in Selected Colleges and Universities in the United States, Michigan State University, 1965.

at Michigan State University entitled A Study of In-Service Education Programs for Boards of Trustees in Selected Colleges and Universities in the United States, the author found that inservice education was infrequently used to improve the functioning of boards of trustees. Herron's study used the colleges that in 1965 were members of the Council for the Advancement of Small Colleges, primarily composed of private colleges. Herron suggests that it is up to the president and the board chairman to determine, supervise, and motivate the board in inservice programs. He found that only a small proportion of trustees' time was actually geared to their own professional growth as trustees.

The intent of these two dissertations clearly paralleled the author's own interest in ascertaining how presidents and boards of community colleges in New York State actually function. The two studies mentioned above were useful in helping develop the interview instrument used. It was the author's intent to determine to what extent boards and presidents felt that inservice education and orientation programs were operative and important. A significant clue from Reavis' study was the assertion that the board itself should engage in some form of self-study of its own operation. Attitudes toward board self-study were gleaned from the interviews.

Precious little other relevant material was found. Indeed few authors even refer to the need for either the president or the chairman to educate board members. Only Davis[3] in an article in Liberal Education entitled "An Open Letter to the Chairman of the Board of Trustees" suggests several ways by which the board chairman could help the board function more effectively. Many of the suggestions Davis made were incorporated into this study's "checklist" used in the interviews to ascertain the kinds of activities board

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[3]Davis, Paul H., "An Open Letter to the Chairman of the Board of Trustees," Liberal Education, October 1961, 47: 351-359.

members thought were helpful. It is implicit in Davis' article that it is the chairman's responsibility rather than the president's to take leadership in upgrading and stimulating the board in their own professional growth.

Merry[4] in a 1959 article entitled "How to Orient and Train Trustees" suggests several strategies to obtain that purpose. As with Davis, Merry felt that it is up to the board itself to carry out this function rather than having the president exercise the leadership. In an article, "Why College Trustees," Dana[5] emphasizes training trustees for fund raising. He does not suggest who should do the educating for this purpose.

The American Association of Junior Colleges[6] only recently has recognized by official action the necessity of educating board members of community colleges. In August, 1968, the Directors of the Association passed a resolution directing the staff of the Association to recommend ways by which AAJC could meet trustee interests. Following that, AAJC held a series of state-level workshops in an effort to get a firmer understanding of what the Association's role might be. It seems apparent that there is a growing awareness of the need to work more closely with boards of trustees in terms of their professional growth and responsibilities in that position.

The purpose of this study then was to see what in New York State, on the basis of a limited sample, was being done and thought about this important topic.

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[4]Merry, Robert W., "How to Orient and Train Trustees," Liberal Education, October 1959, 45: 373-381.

[5]Dana, Ellis H., "Why College Trustees," Journal of Higher Education, May 1947, 18: 259-262.

[6]Gleazer, Edmund J. Jr., "AAJC Approach - Services for College Board Members," Junior College Journal, February 1969, 39:7.

CHARACTERISTICS OF THE SAMPLE

Trustees

Of the six community colleges visited there was a potential of 52 trustees since two of the community colleges lacked one trustee. Of the potential 52 trustees, 33 (63½%) were actually interviewed in time periods ranging up to two hours. Although the form was designed to be completed in one hour, it was found that some of the questions led to digressions which were difficult to curtail since they seemed to be of interest to the interviewee.

The general characteristics of the 52 trustees in terms of educational and occupational background were as follows:

Forty of the 52 trustees had at least a bachelors degree, and of the 40, twenty-four had advanced degrees beyond the baccalaureate. Eight of the remaining 12 trustees had some form of post-secondary school educational experience including some college work, business, or trade type school preparation for specialized occupations. Four of the 52 trustees had no post-secondary school education. Only one of the 52 trustees was a graduate of a community college, and this person was a trustee at his alma mater.

Forty-six of the 52 trustees were in some form of leadership role in business or industry, or in one of the licensed professions. Only two of the 52 trustees had any identification with organized labor. Three trustees were housewives and one trustee had a career in politics.

It is interesting to note that of the 52 trustees, only seven were women, and of the 52 trustees three were black--all women. The three black women trustees hold advanced degrees, one a doctorate in education, one a doctorate of law, the third a master's degree. Of the 52 trustees, ten reported being retired from their defined occupation.

Presidents

Of the six presidents interviewed, four had been with the

institution since its founding, although only one of the four was the charter president. Two had been promoted to the presidency after the founding president left the institution and the fourth president was in an acting capacity following the death of the charter president. Two of the presidents interviewed had been hired following the resignation or retirement of their predecessor and they came from institutions other than the ones of which they were presidents. Three of the presidents had been in their position for six years, one had been president for three years, one for one year, and one, the acting president, less than a year.

Colleges

Two of the community colleges were initially founded as Institutes of Applied Arts and Sciences following World War II in 1946. They became bonafide community colleges--that is, ones sponsored by their local county as opposed to the fully state supported--in 1953. One community college claims to be the oldest in the state having been founded in 1950. It enrolled its first students at that time. The other three community colleges were founded in the mid to late 1960's. Five of the six community colleges are sponsored by county governments and one is sponsored by a city municipality. Four of the colleges are financed under Plan C of the New York State Community College Law, one is sponsored under Plan A, and one is on the modified version of Plan A or C depending on how one views its actual implementation. (Plans A and C are funding options under New York State Law, whereby; under Plan A, the college generally receives funds from the sponsor on a line item basis, and under Plan C, the college receives a lump sum. Operationally, under Plan A the college's fiscal management is controlled by the sponsor, and under Plan C the college is essentially in control. Plan B exists in law but no college operates under it because of real difficulties in interpreting it operationally.)

NATURE OF THE QUESTIONNAIRES

The questionnaires (see Appendices 1 and 2) were structured to enable the author to lead the interviewee through a sequence of questions as follows: 1. General biographical data regarding board members; 2. How and why board members were selected and their attitude as to what kinds of constituencies should be on the board; 3. Functioning of the board of trustees and ways by which boards of community colleges seemingly function differently from boards of other types of colleges; 4. How trustees learned their role as board members and the functions of the full board; 5. The need to educate trustees and methods by which they had been oriented to their roles. A checklist (see Appendix 3) was used to determine what activities actually took place at their institution or what they thought might be useful; 6. Trustees' perception of the mission of the community college, programmatic areas they felt were lacking, and impediments to fully implementing what they thought their college should be doing; 7. Trustees' vision of an ideal comprehensive community college as indicated on a checklist (see Appendix 4) of activities that describe functions, services, and programs that take place in comprehensive community colleges; and 8. Ways by which boards and presidents resolve differences of opinion, policy, or procedure if and when they occur.

Even though the original draft of the questionnaire was revised after the field test, it was found that following visits to the first two colleges it was unnecessary to use the full questionnaire for each trustee. Some of the factual interview information became repetitive and upon analysis the author felt that other responses were not relevant to the main purposes of the study. Subsequent interviews, therefore, omitted some of the questions. The sample questionnaire in Appendix 1 indicates which items were not extensively used in the final analysis.

SUMMARY OF INTERVIEW DATA

Why trustees thought they were appointed to their boards

Of the 33 trustees interviewed ten indicated that they were surprised at or really did not know why they were appointed. On the other hand the remaining 23 trustees had an exceedingly clear and in some cases an explicit understanding as to why they were selected as board members even though in some cases their understanding was based on conjecture. At one institution all trustees interviewed knew why they were selected. On the other hand at another community college the majority of those interviewed were completely surprised at being selected as a trustee. Several trustees felt they were selected because they represented a particular constituency. This was especially true of the black trustees, the labor representative, and the alumnus. In certain other cases trustees who expressed a knowledge as to why they were appointed indicated that it was primarily on a geographical basis.

In two of the institutions the selection of a site for the permanent campus was a major issue at the time of the appointment of several trustees interviewed. It was apparent to them that their selection as trustees was based on their representation of a particular point of view regarding the potential permanent location. Only at two institutions was there any feeling that the appointment was based on a special talent or experience that would be of value to the board. In other words, of the six institutions, only two had trustees who felt they had been selected because of their potential as trustees as opposed to merely representing a constituency or a particular partisan point of view. At one institution for example, a trustee was explicitly selected by the sponsor because of the sponsor's dissatisfaction with the way in which the board of trustees was functioning. (In essence, this particular trustee was appointed to be the "King's eye" for the sponsor.)

In at least two cases the trustees interviewed indicated that they had personally expressed an interest in being a trustee to the appropriate appointing agency. In one case there was an immediate appointment: in the other case it took a year before that individual was ultimately appointed to the board. In almost all cases it was obvious that belonging to the appropriate political party was a necessary but not sufficient condition for appointment. As a matter of fact, in one case a trustee was deliberately appointed from the opposing party in order to draw votes from that party to the party in power.

In the two community colleges where according to the trustees interviewed they were selected because of their particular talents, it was found that the total board or the chairman had a major input as to who was appointed. In the remaining four institutions where the appointments tended to be more political in nature, the board had little or no input in nominating potential trustees to the appointing agencies. A distinction, therefore, can be shown between "self-perpetuating" boards, which are able to analyze their talent-resource needs for the appointment of new trustees, and those boards that are essentially "non-self perpetuating".

How trustees interviewed perceive the process and criteria for board appointment

In three of the six institutions used in the study trustees indicated that they were definitely not involved in the process of selecting or nominating potential trustees. In one institution most trustees indicated that they were not even aware of how the process of appointment worked. The chairman of one of the three institutions did indicate that he is establishing contact with the county executive to screen new trustees.

In the other three institutions either the chairman alone or the chairman with the board have varying influence in nominating to appointing agencies. In only one institution is it clear that the board's influence is decisive. In the other two cases the board's influence is considered and at times may be decisive. At one institution it was indicated that the board's past influence with the sponsor may now be in jeopardy and they are concerned that in the future they may not enjoy the kind of influence that has existed in the past.

It is clear from the comments of the trustees interviewed that a wide range of criteria is used in the appointment of trustees. For those boards which have a major input in nominating new board members, the criteria generally tend to follow the needs of the boards for a particular talent. In those institutions where the board has little or no input, the criteria seem to run along the lines of political or geographical representation. In at least one case it was clearly stated that individuals are selected primarily for their support of the sponsor and the majority political party. For those boards which were essentially self perpetuating, the hope was to obtain people who, in addition to having specific skills or talents, also have a willingness to work and the kind of occupation that allowed them freedom to spend time on behalf of the institution. Just the opposite seemed to be the case for those institutions that had no influence in selecting board

members. In one case several trustees indicated that their peers saw their trusteeship merely as an honor and felt they did not want to contribute time to the board's deliberations. (A member of that particular board suggested that the Board of Supervisors does not even know what "criteria" means.)

There seemed to be little difference between a gubernatorial vs a sponsor's appointment. If the trustees had an input in selecting their peers, their influence was felt for both types of appointments. If the trustees had little or no input, it was true for both types of appointees. One community college was "blessed" with the fact that the county executive was also the majority party head. In essence this meant that the sponsor really appointed all nine trustees.

What types of representation do boards feel are mission on the board?

Each trustee interviewed was asked whether he felt his board should have representatives from constituencies that were not currently represented on the board. It was difficult in many cases to elicit a specific response without probing the respondent more fully since in many cases the question itself did not seem to be meaningful to the trustee being interviewed. In general most trustees felt that they had a good board that was representative and responsive and that the board members themselves had a good working relationship with one another that might be marred if different "kinds" of trustees were to be appointed. One consistent theme, however, was voiced in the interviews: Most board members felt that their boards were too old, that more youth--though not necessarily college students--should be on the board. (One respondent said facetiously that when he was appointed at the age of 50, the average age of the total board was reduced to 68 years.) Another respondent at another board suggested that because of the high age of the majority of board members, several deaths on the board could throw the institution into a state of disarray, and, therefore, felt as a major urgency the selection of trustees who were much younger. However, even trustees

who admitted that they were too old to serve did not seem interested in giving up their trusteeship. One board member, well past the statutory age limit for a trustee of State University or a member of the Board of Regents, actually sought reappointment when his term expired even though he, himself, expressed concern about the extreme over age of board members.

Another generally consistent theme from all six boards was the fact that they did not really feel they wanted representation from particular constituencies merely for representation's sake. This was especially true in probing whether they felt more blacks, particularly non-professional blacks, should be members of boards of trustees. The general feeling was that board members should be able to work and contribute their time to the board and that members from an impoverished background would not have the luxury of time to commit to the board, nor would they necessarily have influence with the power structure of the community to help the institution. There was a general feeling, though not universally shared by trustees interviewed, that representation of influential people who were sympathetic to the needs of the minority groups or the poor was far more important for the board than members of that clientele itself.

Another generalization that can be drawn from the interviews from the six institutions is the assertion that neither students nor employees of the college should be on the board. On the other hand, at least at two institutions, representatives of the students and the faculty do meet, as nonvoting members, with the board at their regular meetings. While this is true at several of the colleges, just the opposite position appears at at least one. There was a great deal of adamacy expressed about having the board in direct contact with students or faculty. The feeling expressed at this institution by several of the board members was that the president was fairly representing the needs of the students and faculty and, therefore, those two groups should

should not be represented at board meetings except upon special invitation.

Of the 52 trustees at the six institutions studied only seven were women. The question as to whether there should be more representation of women on boards was therefore raised by the interviewer. Answers were mixed and strong. In a few cases there was extreme hostility towards the thought of having women represented on the board. (Male chauvinistic attitudes were quite apparent in certain quarters.) On the other hand one board fairly consistently responded that women were underrepresented and were making an overt effort to have more women put on the board.

On only two boards were there representatives from organized labor. Very few people interviewed expressed any interest in having the kinds of occupations for which community colleges prepare represented on the board. Here again the general feeling was expressed that these kinds of individuals were not part of the community power structure and, therefore, could not use their influence to help the institution in the political infighting necessary for survival. It was also felt that people relatively low on the career ladder had neither the time nor the inclination to be able to serve as full participants on boards. The time factor was raised repeatedly in discussing who should or could serve as board members. There seemed to be a general feeling that people who have risen to the top of their careers and had proven themselves as leaders made the best trustees. It was also felt that young men or women early in their careers could not be guaranteed to have the kind of time flexibility needed for trustee duties.

Only one trustee raised the question as to the size of the board. This person, who had experience on other types of boards, felt that nine individuals was far too small a number

for a fully representative and working board.

Major responsibilities of boards of trustees

Each trustee was asked to describe what he viewed as the major responsibilities of the board of trustees. Each trustee was allowed to respond with as many activities as possible and the interviewer probed to see if the interviewee had exhausted his thoughts regarding responsibilities of the board. Some 24 different kinds of responsibilities were identified by trustees although there was much overlapping. It is the author's assumption that the first mentioned responsibility may be the more important one in the mind of the interviewee, hence these will be discussed first.

Of the 33 trustees interviewed, ten mentioned first the selection of the president as a responsibility for a board of trustees. It is interesting to note, however, that five of those ten represented all trustees interviewed at one particular community college. It is sad to report that this is the institution where the president recently died, consequently, one could understand why the selection of a successor was first on the minds of each trustee interviewed. It is also interesting to note that the selection of the president was mentioned first by only one trustee at a community college that recently selected a new president. The remaining trustees, even though the selection of a president was a high priority up to a year ago, mentioned other responsibilities first.

The next responsibility receiving the greatest number of first responses was the activity of setting, establishing, or approving general policies to guide the institution. Most trustees indicating this activity made a clear distinction between their need to respond to the recommendations of the president

as opposed to the initiation of policies by the board itself.

Helping, guiding, or supporting the president and evaluating the operation of the institution and its programs each received four first responses amongst the 33 trustees. There seemed to be a clear understanding among the trustees responding in this fashion to the responsibility of the board in working with the president and evaluating the operation of the college under his leadership as opposed to their own involvement in administering and operating the college. Two trustees indicated as their first response that they were not sure or did not know what the responsibilities of the board were. The other trustees suggested that the board's responsibility was essentially a rubber stamp for the administration. On the other hand two trustees implied direct operational involvement in administering the college. One trustee mentioned first the responsibility of watching how the dollars were spent. One trustee indicated that getting the college going was first on his mind. And lastly, one trustee mentioned long-range planning as the first responsibility.

It is interesting, if not sad, to note that four trustees indicated either ignorance or asserted that the board was merely a rubber stamp. The four that indicated these responses were spread over four institutions, so it would seem there is no consistency of response from any single college. The interesting point to be made regarding these responses is that of the four who so responded, three were female trustees. The author leaves to others the interesting assignment of following this lead to see whether there is indeed some kind of pattern that distinguishes the appointment of female trustees vs male trustee.

Lumping all of the responsibilities together,

that is those mentioned first by the respondents as well as those subsequently mentioned, the setting of institutional policies received the greatest number of responses from the interviewees. Eighteen of the 33 trustees indicated this as a major responsibility for the board. Selecting the president and evaluating the operations of the institution each received 13 responses from board members. The next most frequent responsibility was not mentioned first by any trustee but was stated by 11 of the interviewees, that is, the selling of the college to the community or the related issue of serving as a buffer between college and community or the sponsoring agency. Interestingly enough, at one institution no trustee indicated dealing with the sponsor as a responsibility even though that particular institution operates on Plan A.

In total, nine trustees indicated that they felt they were there to help support the president and give him guidance in the administration of the institution. Eight trustees specifically mentioned that they were not to operate the college or interfere with the administration of the institution. They were clearly making a distinction between their helping and policy-setting role and the operational responsibility delegated to the president and his staff. Contrasted to those trustees, seven, on the other hand, indicated a need to become more involved in the operation and administration of the institution.

Seven of the 33 trustees saw raising money as a major responsibility for the board. On the other hand, four respondents indicated that it was their responsibility to watch how the money was spent. Five trustees indicated that the board was without responsibilities, that it did not have power and was essentially a rubber stamp.

The following represent responses from fewer than five trustees regarding responsibilities. Three trustees saw themselves as a catalyst between the administration on one hand and the students and faculty on the other. Three saw growth, as a board member, as a responsibility. Three felt that the board should be responsive to community needs. Two trustees saw their role more as a watch dog of the sponsor or the taxpayer than an individual responsive to institutional needs. Two saw building the campus as a major responsibility. Two said believing or understanding the college's purposes was a major function. And two saw long-range planning as a major responsibility of the board.

The following items were mentioned only once: site selection, keeping the college educators "down to earth", getting the college started, improving the cultural impact of the college on the community, and controlling the institution through the president.

Differences in responses between different institutions are difficult to define other than the fact that all the trustees interviewed at the one institution in search of a president mentioned that as a major responsibility first. At least one trustee from each of the six colleges indicated his desire for more involvement in the operation of the college. If a pattern does exist it would appear that the boards that are essentially self-perpetuating also tend to have the clearest and most traditional conception of their role. Specifically, they tended as a group, more consistently than other boards, to see establishing policies, selecting the president, and representing the institution to the community and the sponsor as their major responsibilities. Conversely these board members less frequently alluded to any activities that implied their involvement in administering the college. A sample of six institutions is not sufficient, in the author's opinion, to make a definitive judgment regarding this assertion. Clearly a more

detailed and systematic analysis on this point might be profitable.

Lastly, it might be interesting to point out that only two trustees saw long-range planning as a priority. This may be a reflection of the fact that the boards of trustees and their institutions are being buffeted by such immediate problems as financing and collective bargaining that they do not have the time to deal with some of the larger issues of which long-range planning is certainly an important one.

Trustees' visions of their own responsibilities as board members

The trustees interviewed were asked to identify what they felt were their own personal responsibilities as board members as contrasted to the previous question dealing with their conception of board responsibilities. To this question responses ranged from not sure at all, to some very clear statements of how they personally functioned as trustees. It was clear that some trustees had a stronger feeling of personal involvement in the operation of the college than others. Several trustees felt it was their responsibility to be on campus to talk to students and faculty members. Others indicated a personal responsibility for reviewing and/or interviewing job applicants at other than the presidential level.

Categorizing the responses to this question shows that the bulk of the trustees in one way or another indicated that their responsibility involved supporting or helping the administration of the institution. Twenty-one trustees indicated in one way or another the helping function by statements such as, "support the administration," "help the president," "use my talents to help the college," "be available when needed."

This was the most frequent kind of responsibility mentioned by the trustees. Three other categories, however, can be defined, each receiving about the same number of responses. One group identified dealing with the community on behalf of the college. Phrases such as "preach the gospel," "carry the torch," "liaison with sponsor" were used by seven trustees. Eight trustees responded in just the opposite fashion -- rather than representing the institution to the community, they saw their responsibility as representing their constituents in the community to the college. Lastly, eight trustees indicated the function of evaluating or overseeing what was taking place in the college. (One trustee indicated that he was a maverick and saw his role as raising the hard questions of the administration.) One trustee used the phrase "post audit." Several indicated that they felt their responsibility was "needing to know what was going on." In essence then this category seems to indicate a general understanding of the evaluative function of trustee.

How did the trustee learn his role and the role of the board?

Trustees were asked how they came to understand the functioning of the board and how they should function as board members. This question came as somewhat of a surprise to most trustees. It was obvious there was no overt or systematic effort on the part of either the board or any outside agency to assist the trustees in learning how they should function. Thirteen trustees indicated in one way or another that it was hit or miss activity achieved by their own hard efforts. Nine trustees stressed the fact that their own prior

experience either as leaders in business or industry or as members of other kinds of boards, particularly boards of other colleges or non-profit educationally related institutions, assisted them in knowing how they should function and how boards should function. Only four trustees suggested that the leadership conferences sponsored by the Board of Regents or the annual meetings of the Association of Boards and Councils of Two Year Colleges of New York State might have been of some assistance. Other trustees indicated that coming to board meetings, being quiet and observing how their colleagues acted, or by informal discussions with their colleagues they achieved some understanding of how the board and they should function. Only five trustees indicated any presidential involvement and this only in an indirect way in the form of having the president give reading materials to the trustees. (One trustee was vague on this, responding that he thought maybe he had had a briefing by the president when he first came on the board.) One trustee indicated that he still is not sure what his role was. Two trustees who were charter members at a relatively new institution indicated that materials given to them by the former SUNY Executive Dean for Two Year Colleges had been helpful. Indeed Dean Orvis had visited them and discussed what their functions should be. In most cases, however, when the role of State University was mentioned it was in a negative rather than a supportive way.

How do trustees perceive the functioning of a community college board as contrasted with boards of other higher institutions?

In an effort to probe further the trustees'

comprehension of how boards should function, each trustee was asked how they might perceive the differences, if any, between the functioning of a community college board as opposed to other types of boards of trustees. (The conclusion that there was not a clear vision of their own role was supported by the ways in which they responded to this question.) Thirteen of the 33 trustees indicated that they either did not know of any differences or felt there were no differences between the functioning of the two kinds of boards. Ten of the trustees felt that the major difference was the fact that on a private board the major responsibility was to raise dollars for the institution, whereas with a community college board the problem of raising money was less important. On the other hand some community college trustees saw that their involvement in community affairs and need for responsiveness to community pressures was probably more significant for them than their counterparts on other kinds of boards. Some indicated that the full boards of trustees of a community college are much more involved in the operation of the college whereas the president and the executive committee of boards of private colleges run those institutions. It was interesting for the author to note that the trustees did not feel, with one exception, that they should implant the mores of the local community on their institution.

One trustee questioned whether boards of community colleges have any real authority because of the way in which community college law was interpreted by local sponsors. His feeling was that sponsors really are acting more like trustees than the boards themselves, hence, he saw this as a

significant difference between a community college board and a board of a private college or university.

The evaluation of the board, the president and the college

In a variety of direct as well as indirect ways authors who have talked about the role and functioning of boards of trustees stress the fact that the board should not meddle in the administrative affairs of the institution. On the other hand, boards should play the very important role of guiding and helping the president achieve the goals of the institution. The literature stresses the post-audit responsibilities as a legitimate trustee function as opposed to a pre-audit involvement in administrative decision making. Also suggested in much of the literature is the need for a board to undergo some form of self-analysis to see to what extent and how effectively it indeed is carrying out its functions. To ascertain whether these perceptions were shared by trustees in the sample institutions, the author raised questions about the evaluation of the board by the board, the evaluation of the president by the board, and the evaluation of the college by the board. To the first two areas of evaluation, most board members expressed astonishment that this would even be considered. Upon further thought many of them recognized that this might indeed be a very valuable function. (The general feeling was that the only evaluation of the board was done privately by the chairman--sometimes with the president--regarding the attendance record of trustees.) No systematic or formal self-evaluation

of boards seems to take place. The same seems to be true about boards' evaluations of the presidents. There seems to be only a relatively informal look at what the president is doing. There is no systematic setting down of role expectations for the president and then establishing some form of feedback system so the president would know how the board feels he is achieving the goals set for him.

In response to inquiries as to whether the board evaluates the college, a wide range of responses were elicited. Here the board members did feel that in one way or another they were evaluating the college. Those institutions that have recently undergone Middle States Association accreditation felt that that was a very valuable service that enabled them to get a handle on how effectively the institution was achieving its goals. Several board members felt that it was their role to be on campus and to raise questions of staff members in order to ascertain how well the college was doing. One board chairman indicated that he was developing a checklist to be used by the institution to give the trustees information as to the effectiveness of the operation of the college.

Generally speaking, though, any form of evaluation of the college was at best informal except in the area of fiscal supervision. Here board members who did respond indicated they thought their business experience enabled them to deal much more effectively with evaluating fiscal and administrative management of the college rather than the educational and teaching effectiveness of the institution. Only very indirect indicators of educational evaluation were mentioned -- such as grading and attrition figures. There seems to be no attempt, though, at helping the trustees interpret the rather dubious implications that can be drawn from merely looking at grades and attrition numbers. With few exceptions the chairmen of the boards

interviewed were intrigued by the idea of a more systematic evaluation of both the board's effectiveness as well as a more systematic kind of appraisal of the presidential role. (It is the author's hope that he has not stirred up a hornet's nest for his most cooperative colleagues. On the other hand, it would appear that the trustees owe to their chief executive officer some form of systematic feedback other than an annual letter indicating that "we think you are doing a good job.")

The orientation and inservice education of boards of trustees

The next major section of the interviews dealt with the perceived need to orient new trustees and an analysis of the kinds of programs and activities that might be carried out as forms of inservice education for all members of boards of trustees. Based on the responses to the previous question dealing with how trustees learned their role, it is not surprising to note that very little positive information was gained regarding formalized types of orientation programs or inservice education programs for boards of trustees. The only type of activity that had any kind of frequency of response, though this was minimal, was the occasional trustee who when new to the board met with the president. One trustee indicated that the president gave him an orientation only after the trustee insisted that it be done. In other cases trustees mentioned with varying degrees of enthusiasm the annual meetings of the Association of Boards and Council of the Two Year Colleges and the annual Leadership Conferences sponsored by the New York State Board of Regents. Though some trustees found these meetings informative, the majority of the trustees mentioning these

meetings indicated that they were adequate at best. One trustee suggested that the only advantage of the ABC meeting was the chance to meet with trustees from other colleges. The Regents convocation was held to be of even less value since it dealt with issues that were far too general and oriented more towards private college problems than to the very specific problems of governing community colleges in New York State.

It is not surprising to note that there is a difference in perception as to what is being done at individual colleges. Chairmen of the boards of trustees had a greater feeling that something indeed was being done than the rank and file board members. Frequently chairmen stated, "Yes, I do meet with new trustees;" "Yes, the president will have a tour of the campus with new trustees;" "We will meet with them over lunch and discuss the college." Interestingly, though, trustees at the same institutions were quite vague as to whether any kinds of orientation programs or inservice programs were indeed taking place. One trustee indicated that his sole orientation occurred when he shared a ride to trustee meetings with another trustee.

No differences can be gleaned from the responses from the different kinds of institutions. In one case where boards were made up mostly of charter members, there was a greater sense of orientation because of the involvement of Dean Orvis with that board when it was first formed.

Several board members expressed the hypothesis that a systematic orientation program might not be necessary because of the long nine-year term for most trustees and commensurate low level of attrition. It was their feeling that a board member can learn the ropes merely by attending board meetings. One is reminded of the interesting admonishment allegedly

attributed to a former Chancellor of the Board of Regents who introduced new Regents to that august body with the advice that "for the first year they can be stupid and from then on it was optional." Apparently there is more truth than fiction to that kind of posture. There is no systematic approach evident in the sample that would indicate any effort to raise the level of knowledge of board members regarding the nature of the institution over which they have leadership, their particular roles as trustees, and the role of the total board in the overall governance of their college.

Trustee attitude towards the need for orientation and inservice education programs for members of boards of trustees

With few exceptions all trustees interviewed felt positively towards the need to have some form of formalized orientation program for trustees when they joined boards. Those few trustees objecting qualified their responses, indicating that in certain cases trustees were already fairly sophisticated because of other experiences and probably did not need any formal program, or that there was not sufficient time to engage in a formal program. There was almost as great an unanimity in terms of the need for regularized inservice education programs for all board members. The qualified exceptions, again, stressed the fact that time was a factor as well as the presumption of prior experience that would make such inservice programs redundant. It is stressed, however, that the negative responses to this inquiry were by far in the minority.

While there was unanimity regarding the need for

such programs, there was hardly consensus regarding the kinds of activities and programs that would be most meaningful for trustees. The major factor which seemed to weigh against any kind of consistent recommendation was time. Though most trustees felt programs assisting them in their trusteeship were important, many indicated they could not expend a great deal of time in them.

If a consensus could be gleaned from the variety of responses, it would suggest that both orientation programs and inservice programs for the total board should be essentially a locally organized activity and led by the chairman of the board of trustees and the president. There seemed to be little support from most trustees for holding state-wide workshops. The fact that there is relatively little turnover among trustees led many to suggest that any process should be handled locally and in a manner that would minimize the time commitment on the part of the trustees.

The leadership role of State University, the Association of Boards and Councils, and of the Board of Regents was raised by the interviewer. It was generally felt by the respondents that these external agencies might give sanction to such programs, might prepare materials that could be used locally, might at the annual meetings devote some special attention to new trustees, but that in general inservice programs and orientation programs should be a local matter.

One trustee of the 33 interviewed proposed that maybe rather than having orientation and inservice programs done on either a local or state-wide basis, that the newly established Coordinating Regions of State University might be an appropriate compromise between having programs too provincial as opposed to having them too broad.

Most trustees felt that while the materials that were given to them both by their president as well as by other agencies were valuable, they felt that they did not have the time to do justice to them. Many trustees suggested the idea of having important materials digested by the administration, or by the state, so that the important items could be more easily gleaned and understood.

There seemed to be general consensus as to what information trustees desired which could provide an appropriate agenda for orientation or inservice education programs. Trustees wished to be brought up to date on what is going on at the State level, particularly policy matter discussions of which they are not a part. Generally it was felt that new trustees should be given a fairly clear understanding of the history, purposes, facilities, staffing, organization, programming, and financing of their institution, as well as an introduction to what their local problems are. Many trustees expressed the need to have a clear-cut job discription written for them outlining their duties as trustees and the role and functions of the full board. There was much concern indicated regarding the legal functions of a board of trustees as defined in Community College Law as contrasted to the powers assumed by the local sponsors. Lastly, several trustees expressed the advantage of going to national as opposed to state meetings in order to gain a firmer understanding of national trends, because they felt in New York State we have become too provincial. As stated in a previous section, one community college board had become quite active in the Association of Community College Trustees and strongly urged the author to make mention of the valuable contribution this new organization is making to the community college movement.

Following the open-ended questions discussed above, a checklist itemizing 25 different kinds of activities or programs that have been used, or advocated for use, was given to each respondent. Each person was asked to indicate either

(a) whether they felt a particular item was currently being used by their institution,

(b) whether they felt the item was not being used and they were not particularly interested in seeing it implemented, or

(c) whether they felt the idea was a good one that was not currently implemented at their college.

The general results from that checklist by and large confirmed the interview data previously discussed. In response to the need for formal programs to orient new board members, 25 trustees indicated that it was a good idea, six thought that they were indeed actually doing it at their institution, and only one trustee gave a negative response. For formal inservice programs, 22 trustees felt it was a good idea, five indicated that they were engaged in such programs, and five thought the programs would not be useful. (All presidents felt that they were good ideas or that they were already practicing some form of them at the present time.)

Specific techniques itemized on the checklist met by and large with fairly consistent responses (see Summary in Appendix 3). It should be noted that the formulation of the checklist of techniques for educating boards came in part from an analysis of the literature about boards of trustees. Since the bulk of the literature was geared more towards the four-year institutions and universities rather than locally sponsored two-year public colleges certain items on the checklist were not appropriate and, therefore, illicited generally negative responses from the interviewees. For example, involvement in the agenda setting, sending monthly reports from the college, rotating memberships on committees, attending board meetings, having board meetings on campus, having committee meetings on campus, were all viewed with minimal enthusiasm by the respondents largely because they appeared to be inappropriate for the kinds of institutions analyzed. Trustees interviewed felt that they did have a role in agenda setting at all six institutions. Board meetings

in each case were held on campus and on a monthly basis. Most respondents felt that it would be a good idea to have at least one meeting a year devoted to issues and trends regarding higher education. They felt, recognizing the time problem, that visiting other institutions and discussing issues with other trustees would be a valuable activity. Twenty-five of the responding trustees felt that a self-study of the board regarding its role, function, attitudes and effectiveness was a good idea. Only one trustee did not think so, and six trustees felt they were actually engaged in it. All of the presidents felt that it was a valuable idea.

Most trustees indicated that they were doing about as much work as they legitimately could on behalf of their institution. Some trustees commented that while they personally were doing sufficient work, they thought that their peers were not. Most of the respondents felt that having discussions with students and staff was a good idea. About half indicated that they were already doing it, the other half thought it was worthwhile doing. Several trustees expressed concern of bypassing traditional lines of authority by dealing directly with students and faculty without the president. By and large there was concurrence between the responses to the checklist given by the presidents and their trustees.

The suggestion receiving the largest number of negative responses from trustees dealt with having meetings issue-oriented rather than detail-oriented. On the other hand, trustees did feel that maybe one meeting per year could be devoted to a specific trend or issue. The fact that trustees felt that they could not devote each meeting to a single issue reflects in part the kinds of topics which are taken up at trustee meetings. This particular issue will be discussed later in the report.

STRATEGIES USED TO RESOLVE DIFFERENCES OF OPINION, PHILOSOPHY OR PRACTICE BETWEEN PRESIDENTS AND TRUSTEES

It was hoped that by interviewing both presidents and trustees the author could gain some insights as to the differences which crop up between the president and his board of trustees and the ways by which these differences are resolved. The author was not looking for those major confrontations on which the job of the president might hinge, but was hoping to gain some understanding of strategies to resolve the kinds of normal differences of attitude or practice that inevitably occur between a governing board and its chief executive officer, the president. One of the fundamental motivations for this study was the author's own experience in the resolution of differences with his own board of trustees.

Even though the interviewer felt that he established sufficient rapport with both the presidents and the trustees, it was difficult to gain a real perspective of conflict resolution. Invariably trustees seemed to be protective of their president in the presence of a relative stranger and were not willing to admit, except in exceptional cases, that any differences did indeed occur. If the harmony that alleges to exist truly does, it is little wonder that many of the trustees feel that they are merely rubber stamps, since repeatedly and at different institutions the trustees indicated that in the final analysis "we go along with what the president wants."

In spite of the above mentioned impediments to gaining as much information as was initially hoped, there are some conclusions that can be reported which might be of benefit to the author's colleagues.

If it is possible to make generalizations from six cases, it would appear that "first" presidents with their charter boards of trustees seem to have a much closer relationship than those presidents who have come to institutions following other presidents and having trustees other than the charter group. The concept of

a "honeymoon" referred to by many presidents, does occur but seems to last longer when the college is new and when the first president is still working with the first board of trustees. The reasons for this "honeymoon" period would be, it seems to the author, a very interesting study. One could hypothesize that the first board of trustees and its first president learn and grow together and, hence, have a greater tendency to share a common philosophy and set of attitudes. There is, of course, also the sense of exhilaration of working together on something new. A second or third president coming in with a board of trustees which has already had both the experience of a previous president as well as turnover in their own ranks, has less unanimity of understanding and feeling and less sense of comradeship. In one sense, a new president is still "their boy," but it is not quite the same as the relationship between a first president and the charter board of trustees.

Particular strategies that were mentioned by trustees and presidents as vehicles by which common understanding can be obtained ranged from "giving in to them when they want me to," to having the president deal individually and privately with each trustee until a consensus is achieved on a crucial issue, to having a trustee claim, "well after all he is the president so we should go along with him." The experienced colleagues of the author appear to have a tendency not to push hard on issues they sense are going to create dissension among the trustees. It is more likely to be their strategy to privately enlist the support of trustees they think are sympathetic to their position and have those trustees "work on the others." (If per chance an issue is joined at a meeting, the prudent president backs off before it becomes cause celebre.)

From the trustees' point of view, at least from those who were willing to discuss this with any candor, it was indicated that they relied heavily on the president for educational inputs, but they felt that their own experience in business and their knowledge of the community gave them the right to be the deciding factor on those issues. Apparently, this division of "labor" works

at one college expressing this strategy.

In certain cases a few trustees interviewed felt that they personally were isolated from their own colleagues and that the president and the other trustees were lined up against them. They were the ones having conflict, not the president and the board.

Lastly, it is important to mention that in most of the colleges used in the sample, the relationship between the board of trustees and the sponsor is a very crucial one. In most cases the sponsor exercises a great deal of control and authority over many of the operations of the colleges. In these cases it seemed clear that the president and the board of trustees are more likely to be allies against the common enemy, "the sponsor," rather than having the president and the board of trustees antagonists. If and when legislation changes and boards of trustees are given full authority and power over policy making and fiscal affairs of the institutions they are supposed to govern, a different kind of response might be elicited to the question of conflict resolution between boards and presidents. It happens to be the author's fortunate situation to have a sponsor that does not intrude itself in the affairs of his institution. Consequently, his own board exercises the traditional authority and power that boards of trustees typically have. The author's own interests in this issue, therefore, may be unique in New York State.

Differences in presidential style and personal philosophy also appear to play a role in minimizing certain kinds of conflicts which the author has experienced. In a few instances it would appear that the lack of conflict between presidents and trustees reflects a philosophical kinship. In other words, conflict issues which were reported on certain campuses resulted from the fact that significant differences in attitude existed between the president and the trustees regarding issues such as censorship of the student newspaper, drug use by students, and controversial speakers on campus. On other campuses where conflict was not reported, where indeed harmony seemed to be the case, the president tended to be as "hard-lined" as the trustees in terms of attitudes towards "liberal"

activities which tended to create conflicts on other campuses.

Finally, knowing when to retreat without sacrificing fundamental principles seemed to be the appropriate posture for the judicious president.

ISSUES DEALING WITH THE MISSION OF THE COMPREHENSIVE COMMUNITY COLLEGE

Specific mission as viewed by trustees

Each trustee interviewed was asked to define the mission and functions of his college. After the initial response, trustees were probed to identify other functions which might not have been mentioned as part of their first answer. The vast majority of trustees indicated initially that the main purpose of their institution was generally to serve the post-secondary age population and particularly those who otherwise would not be able to go to other types of higher institutions. Many mentioned the low cost as a major benefit of the locally supported community college. Of the 33 trustees interviewed, 20 responded as mentioned above. Several, however, qualified their response by using such phrases as "students who were motivated," "students who could benefit," "students who could profit from the offerings of the community college." Responses were also amplified by indicating the need to enable local graduates to prepare for jobs as well as satisfy their personal needs.

Contrasted to the twenty that responded in rather general terms, others made specific initial responses. For example, three identified occupational programs at the outset, and two mentioned the liberal arts transfer function as the first item. Interestingly, though, two trustees actually questioned the function of the community college in response to the question--one by suggesting that the college should really be a four-year institution and the other by stating that the college was not actually needed.

One trustee coined, what the author feels, an interesting phrase that covers mission statements mentioned by others by stating that the function of his community college ideally was "to prepare students for a better living and to live better." The twenty respondents who were identified earlier probably would

subscribe to that kind of statement. Only one trustee used the motto of State University as his response, that is, "Let each become all he is capable of being." Generally, most of the responses essentially reflected that philosophy.

The theoreticians of the community college movement would rate community services and continuing education also as major functions of the college, yet, no trustees mentioned this function at the outset even though fourteen did in one way or another allude to this aspect of the community college mission. Also, theoreticians of the community college movement would rate very highly the counseling and guidance function for the community college. No trustee, even when probed, mentioned this very vital purpose of the comprehensive community college. In fairness to the respondents, however, it might be presumed to be implicit by the kinds of responses which they made dealing with low cost to students, service to disadvantaged students, and allowing students to have a chance to succeed who would not otherwise be able to. The fact that counseling services were not even mentioned may be an indicator of a problem between the stated philosophy which most trustees were able to articulate and an understanding of the programmatic implications of that philosophy.

How did the trustees come to learn of or believe in the mission of the comprehensive community college

Of the 33 trustees interviewed only six made any reference to becoming acquainted with the function or mission of the community college after becoming a trustee. Of the six, five indicated that the president played a key role in orienting them to the mission of the college. One indicated that interviewing presidential candidates played a major factor in his understanding the functions of the college. The vast majority of the trustees, 26 specifically, indicated that their conception of what a community college should be predated their trusteeship and came largely from their own

personal experiences or personal philosophy of life as gained through community activities or, as in a few cases, by not having had a chance to go to college themselves. The role of the State or outside organizations was barely mentioned as a source of information by which board members came to believe in the mission of the community college.

The fact that no trustee mentioned the counseling function and the fact that the community service function was not significantly referred to would seem to indicate that if the presidents themselves believed in these as vital functions of the comprehensive community college, more education has to be done in bringing the trustees along to accept and support them.

Lastly, there was one trustee who indicated that he did not know whether he personally believed in the mission of the college even though he was able to articulate its purposes.

Trustees' perception of programmatic areas not presently being served by their college

After having the trustees indicate what they viewed to be the mission of their college, the author then asked where they felt there were programmatic gaps in fulfilling that mission. They were also asked to indicate the impediments to implementing the gaps as they saw them. At four of the six colleges visited, the majority of the trustees indicated that the college was doing all that it should be doing. One trustee thought they might even be doing too much. In other cases the trustees expressed confidence that if there were gaps they were under review by the administration and, therefore, they personally were not concerned. In total, fourteen trustees at four different institutions expressed this kind of attitude.

Ten trustees from three institutions indicated that they should be doing more in areas of cultural events and community service, both in terms of off-campus programing as well as more use

of the campus by the citizens of the service area. Only seven of the 33 trustees interviewed felt that their institution was not doing enough in the areas of career education and only three trustees at three separate institutions felt that they probably should be doing more to fulfill the open enrollment commitment by working more with blacks, disadvantaged students, and possibly working with inmates in local prisons.

For those individuals who felt that the institutions they represented were not doing all they should, nine indicated that lack of appropriate facilities was the major impediment. At one institution a new campus is being constructed, and hence when the facilities problem was mentioned, the hope was that once the new campus was completed this would cease to be an impediment. At four different colleges five trustees indicated that they felt faculty attitudes were an impediment to fully implementing the comprehensive mission of the community college. At two institutions two trustees were concerned about the public reaction to affording full opportunity because of the "kinds" of students such programs would bring to the campus. One trustee, on the other hand, felt that there was too much emphasis on the liberal arts at his college because by implementing liberal arts programs radical type students would come to the campus.

Money, of course, was mentioned by trustees as an impediment to implementing certain programs. In particular money was needed to staff the types of programs they felt the colleges lacked. Lastly, five trustees at three institutions felt that while they were not doing all they should be doing, a beginning was made and the impediment was merely time rather than resistance to implementing new programs or services.

Summary of results from the checklist on activities/programs/attitudes

A checklist of activities which included some 35 different items representing programs, attitudes, or activities which exist at community colleges was given to each respondent. Many of the ideas

for the items on the checklist were selected from college catalogues particularly those that were used in the sample. The respondents were asked to hypothesize their vision of an ideal comprehensive community college and then rate each of the items on the checklist according to a five-point scale as follows:

5 - if they felt the item was imperative--necessary to carry out the educational mission of their idealized comprehensive college;

4 - if the education mission would likely be hampered if that particular item were not done;

3 - desirable--the item would definitely contribute to the educational mission of the college;

2 - would be nice to do;

1 - probably not really necessary.

Three items on the checklist were included to test the respondents use of the full range of one through five of the scale.

Some of the items on the checklist were couched in professional jargon which led some respondents to ask the interviewer to interpret the statements. It is entirely possible that in interpreting the meaning of a particular item the interviewer inadvertently led the respondent to a particular rating.

While the respondents were asked to use a numerical system to indicate their level of preference, this summary will not attempt to use quantifying techniques in analyzing the data. On the other hand it is possible to "eyeball" the responses and gain some kind of feel for some of the differences which seem to occur between presidents and trustees. It is also possible to observe some inconsistencies in response between the checklist and the interview for particular individuals. It is the author's conjecture, however, that the inconsistencies which do appear are less fact than lack of sufficient information to understand the implications of an issue. For example, in the interview, one trustee felt that one of the areas in which his institution was derelict was in the occupational and trade education functions. He could articulate the need for

his college to serve this particular kind of function as opposed to the more traditional liberal arts oriented mission. On the other hand, when he responded to the checklist, he rated one-year certificate programs very low. It would appear to the author that rather than representing an inconsistency, it represents the fact that this particular trustee was not aware that the one-year certificate program is exactly the vehicle by which the college can implement the kind of career programs he desires.

While no trustee during the interview indicated the counseling and student services function of the community college as one of its major missions, with rare exception trustees rated those items on the checklist with either five or four. For these kinds of activities trustees and presidents were in close harmony.

On the other hand, when questioned, many trustees referred to the community services function, yet by and large they tended to rate items on the checklist that referred to these activities as less important than one might have expected based on the verbal responses and as less important than did their presidents.

Other inconsistencies also showed up which also probably related more to the lack of understanding of the implications of a particular point of view rather than a fundamental inconsistency of philosophy. Most trustees verbally expressed the need for the institution to serve all youth of the service area. They expressed in one way or another the commitment to full opportunity. In one way or another they asserted that the purpose of the college was to serve students who might not otherwise have a chance to go elsewhere. Yet, items on the checklist which would help implement their vision of the mission such as a liberal financial aid program for needy students, special recruiting for disadvantaged students, remedial and developmental programs, tended to receive lower ratings than might have been expected from their verbal responses. On these kinds of activities the presidents tended to rate them higher than the trustees. The author again feels that this reflects not a difference in fundamental philosophy but a difference

in understanding the significance of certain activities in the implementation of a particular philosophy.

With little exception, for those activities mentioned on the checklist referring to career programs, to counseling for vocational purposes, to comparability of status of faculty of career programs with those of liberal arts programs, there was remarkable consistency between presidents and trustees and at a high level of importance on the rating scale. Conversely, except for one or two, the feeling that there should be special scholarships for intercollegiate athletics was rated exceedingly low. In other words, most of the respondents, both presidents and trustees, saw such scholarships as inconsistent with the mission of a comprehensive community college.

Though it may not be warrented, the author seems to be able to detect a relationship between certain strong feelings of a particular president and the responses given by his trustees. For example, one institution with a prior tradition of having no off-campus activities and having very little emphasis for evening cultural programs now has a new president who has expressed strong emphasis in this direction. The trustees' responses almost paralleled the presidential response indicating, it seems to the author, a significant educational impact by the president on the board.

A response to one particular item somewhat confuses the author. The concept of year-round operation would appear to be firmly established in educational circles, yet both presidential and trustee responses to this item tended toward the lower end of the importance scale. It is quite possible that the respondents confused the phrase "year-round operation" with some of the experimental "balanced calendars" and hence gave this item a lower rating. The intention of the author in including "year-round operation" was the conception of having program offerings available to students at the students' convenience.

Because on the author's own campus the issue of the

college newspaper had a great deal of attention over the years, respondents were asked to rate the importance of the concept of uncensored student publications. On this item the presidents as well as the trustees were not very far apart nor were they, in the author's opinion, particularly "liberal". Presidential responses ranged from "1" for one president to "5" for one president, the other four presidents rating them "2", "3" and "4". Trustee responses similarly ran the range but were generally lower. It was interesting to note that one trustee said that he was going to rate it "5" because "if they want us to censor the paper, we might as well run it." On the other side of the scale, one trustee asked if he could rate it "0" because "1" was not low enough. One trustee raised with the author the question of what was meant by "censorship". The interviewer suggested that censorship as meant on the checklist implied a pre-audit of what was to be printed in the student newspaper. With that knowledge the respondent answered "5". There may be a clue in this exchange, for in many of the issues where trustees and presidents seemed to differ on functions it was because of a lack of clarity of the trustees' role in a pre-versus post-audit of institutional activities.

For those readers who may be interested in the specific responses on the checklist comparing trustees with presidents, refer to Appendix 4 in which the summaries are given. The identification of the institutions are withheld although the key will allow comparing a particular set of trustees with their president.

GENERALIZATIONS AND RECOMMENDATIONS

This concluding section of the study will be an attempt to draw some generalizations and make recommendations based on the data gained from the interviews conducted at the six community colleges. The reader should keep in mind what is obvious to the author. The author has a personal vested interest in the study because of his own role as a community college president working with a board of trustees. He further has personal knowledge and experiences which, for better or worse, enabled him to make interpretations of the data gained through the interviews and put them into a context that some other student of the topic might not be able to do. Whether this renders the judgment more valid or not is up to the reader to decide. The fact remains that this section of the report may present conclusions that might not otherwise have been presented had the study been done by a more detached observer.

One additional context for the recommendations and generalizations should be mentioned. The period the author had for this study was the Fall semester of 1972, that is, only four months were available for the project. The process of interviewing thirty-three trustees and six presidents enabled the author to gain a tremendous amount of data. Unfortunately, the time frame for the project made it impossible to make full use of all the information obtained. Ideally, another semester could have been spent in thought, refining the data, followup interviews to test some of the conclusions, and, thereby, possibly coming to more definitive conclusions and recommendations. If the reader will keep these two caveats in mind, the following generalizations and recommendations are offered for the reader's information and use.

1. Boards of trustees which are essentially self-perpetuating appear to (a) have a much clearer vision and understanding of how they should function both as a board and as individual trustees, and (b) have a more precise understanding of the mission of their comprehensive community college and the programmatic implications

for fulfilling that mission. It is recommended, therefore, that boards of trustees and the appointing bodies under which they now must operate work out arrangements whereby boards themselves have a major input in nominating successor trustees. The board involved in this nominating process should engage in an analysis of the kinds of special talents and representative constituencies they feel are needed in order for the board to function more effectively in the interests of both the college and the community the college serves.

2. There is a clear recognized need for the development of organized programs both to orient trustees and for the continuing inservice education of all trustees. There seems to be further consensus that such programs should be organized largely around local institutional problems and issues, but not at the total neglect of the larger higher educational scene both within New York State and the Nation. The strategy of education of trustees should start with the specific and lead to the general rather than the other way around. It is recommended that the chairman of the board of trustees with the president of the college take the leadership role in developing such programs. It is further recommended that the sanctioning of the need for these programs come from both the State University and its Board of Trustees and the Association of Boards and Councils. It would appear that without this sanctioning local boards are not likely to fully recognize the need.

3. By and large the role expectation of trustees as board members as well as the functioning of the full board is not clearly understood nor is there anything that would represent consensus as to what a trustee or board should and could indeed be doing. While most board members verbalize the distinction between policy and operation, there seems to be little evidence that the distinctions are actually practiced when it comes to the functioning of particular boards of trustees in the sample study. The feeling among many

trustees--in some cases overtly expressed and in other cases only implied--was that the boards are merely rubber stamps for the administration. To the author this feeling of impotence seems to grow out of the fact that boards engage in unnecessary activities. For example, certain boards review all vouchers prior to payment even though the purchase, already made, was based upon an approved budget. Some boards approve all requests for the use of the campus facilities by outside organizations. Some boards approve each specific event at which the use of beer is requested by student organizations on the campus. Some boards are involved in approving the hiring of all professional employees. Some boards involve themselves in interviewing and approving candidates for administrative positions as low as division heads. Lastly, at least one board approves all travel requests. It is little wonder that trustees feel that they are merely acting as rubber stamps for the president when they engage in these kinds of practices. It is also little wonder that trustees complain of lack of time to study or deal with "important" issues when meetings are consumed by pro forma approvals. It can be concluded that if a board establishes a policy for the use of alcohol on campus and then itself must approve the use of alcohol for each event, it does not clearly understand the distinction between policy making and administration. It is recommended, therefore, that clearly defined statements regarding the role expectation of the board members and the functioning of those boards be developed by an appropriate neutral and objective agency but in cooperation with the presidents and trustees of the community colleges. Such role expectations should include a definition of trustee and board duties and a clear delineation of the authority and powers boards have. It should also clear up an issue of major concern and difference among boards dealing with an expectation of the time investment to be made by trustees.

It is further recommended that under the leadership of the president and chairman of the board of trustees that boards engage in a concerted effort to self-study their own functioning purposes

in order to develop a statement of goals and expectations for themselves as a board. At the end of a predetermined time the board should then engage in a follow-up self-study to ascertain to what extent they have met their own goals. For these particular recommendations it might be helpful to consider the use of a university that has the capability of detachment to help work with a select committee of presidents and trustees in the development of guidelines for self-study as well as guidelines for role definition for boards of trustees.

4. It can be generally concluded from the six institutions studied that each board functions differently from the others and it can further be inferred that these distinctions are not necessarily because of the differences in Plan A or C of Community College Law. The fact that one board feels the need to preapprove all travel and other boards do not would imply differences in how boards interpret the law and their mission and function. It is recommended that a study be undertaken to analyze in more detail what boards indeed do, what they see as mandated functions, and what they take upon themselves to carry out. This study should not ignore, as did the author's study, the very unique and at times strained relationship between boards of trustees and their sponsoring agency. Clearly, recommendations that may grow out of this kind of analysis may include the need to change some of the laws, for based on the author's brief review, some of the responsibilities boards took upon themselves were matters of interpretation of the State law.

5. With a relatively small sample it is difficult to generalize a universal truth except that the following posit grows both from the study and the author's own experience. There seems to be a distinction in role and understanding of that role between male and female trustees. For those who might be interested in equality of treatment between the sexes, an enlightening study might be appropriate to ascertain whether the apparent role

distinction is real or not.

6. By and large most trustees interviewed were concerned about the time it took to read all of the necessary literature that presidents and outside agencies send to them. Many trustees suggested that there should be some form of digesting service of such literature so that they did not have to spend so much time to read through the voluminous literature to glean the important points. It is recommended, therefore, that some appropriate agency such as the Association of Boards and Councils, or a university, or the State University establish an office that would analyze all relevant literature and digest or annotate it for trustees. Such literature should deal with up-to-date topics of concern in the community college movement, should be both issue oriented as well as general, and most importantly, should keep the trustee up-to-date as to what is going on in Albany. A model for such a literature service center can be found in the Instructional Materials Service center in the Department of Education of Cornell University.

7. It can be generally concluded that both presidents and trustees have felt that the central administration of State University has been of little value in helping them become better aware of the functioning and role of boards of trustees. Only two trustees at one institution mentioned any positive help gained from State University and that was when the board was first formed. This concern of the lack of responsiveness of State University has been voiced elsewhere. The author makes no recommendations regarding this rather serious problem knowing that at the present time this very issue is undergoing a great deal of self-study and scrutiny within State University. It is the author's hope that if future studies touch on this issue a more positive view toward the role of State University will be found.

8. Most trustees interviewed indicated that valuable information and insights came from discussions with board members of other institutions. They admitted, however, that these came infrequently and largely at the annual meeting of the ABC. Related to this feeling is the generalization gained from the study that each board seems to be blissfully innocent of what other boards do and to a certain extent totally unaware of what they as a board may be doing right or wrong. Each board seems to have a marvelous sense of provincial pride. It is not the author's intention that that pride be shattered. On the other hand, it is his feeling that some cold objective light could be shed by a better system of interchange between boards so that they might better understand themselves as a board as well as the realities of the outside world. It is recommended, therefore, that some agency sponsor, possibly on the regional basis, opportunities for boards of trustees' to get together and to discuss issue oriented problems and the methods by which boards seek to resolve them. It is proposed that these sessions deal not with the generalities but with down-to-earth operational tasks that boards themselves undertake and allow other boards to be used as feedback mechanisms so that each board may have the insights of outsiders as to their own functioning and operations. The use of consultants from universities to help in this process may be beneficial though it is entirely possible that the talent which is represented on boards would be able to conduct the sessions for themselves. It would be further recommended that the chairmen of the boards of trustees' with their presidents take the initiative in establishing these exchange sessions.

9. It was found that most trustees could in their own words and in varying ways express the general mission of the comprehensive community college, particularly those functions that related to the more traditional teaching role in the liberal arts and career programs. Emphases differed, but it can be concluded that trustees generally accepted the career function as of equal importance to the transfer

function. To a lesser degree it was found that trustees were either unaware or unconvinced of the wide range of community service activities that community colleges should engage in. And lastly it was noted that no trustees, except upon the probe of the checklist, even mentioned counseling as one of the fundamental missions of the comprehensive community college. On the other hand it was found that the presidents were fully committed to and could articulate these latter two commitments of the college. It was further noted that once presidents and board members were asked to define the gaps in programming that they felt were needed to fulfill the mission of their college, it was the presidents who could articulate these gaps more clearly and effectively than board members. It is the author's assertion and recommendation that if indeed presidents feel as they do when they expressed these concerns to the author, they themselves have an educational function to carry out with their boards in terms of bringing them along to a common vision of the mission of their own institutions. This task seems to particularly relate to the whole spectrum of counseling and advisory services and the wide range of programmatic and service activities subsumed under the rubric "community services."

10. It is clear from the project that a study of just the relationship between the president and the board does not give the full picture of the dynamics of educational needs at local community colleges. The relationship between the board and the president on the one hand, and the sponsor on the other is also in need of study. It seems apparent that while it is up to the president to help educate his board, the president and the board together must develop strategies to educate the sponsor. Clearly this task of educating the sponsor cannot be done alone and locally. Sanctioning from a much higher level is necessary in order that sponsors become convinced of how boards of trustees should truly function and how the boards' functioning and overseeing of the institution differs from that of the sponsor. Until the law changes, this is a

high priority issue at most community colleges in New York State. And until the law changes, it is recommended that follow-up studies be made that might parallel strategies used by the author in analyzing the dynamics that takes place between college trustees, presidents, and the sponsor. One trustee summed it up when asked whether he felt boards of trustees needed inservice education. His response was "No, it is the sponsor that needs the education." Though this was the response from only one trustee, the author is confident that it would be echoed by almost all who were interviewed.

11. The author is hesitant to draw what may be a very tenuous conclusion, but because of his own experience and because of the insights gained from the sample institutions, he would hypothesize that there is a different dynamic which takes place between a charter board of trustees and its first president and the relationship between subsequent presidents and non-charter boards of trustees. The hints at the difference in dynamics were very subtle but they may nevertheless indicate some challenging areas of further study that might be useful; for it is the author's contention that the relationship between the charter board and its president tends to extend the "honeymoon" for a much longer period of time. Whether this is to the advantage of the institution or not remains to be seen. Clearly, the president enjoys an enviable situation when that "honeymoon" exists. The task of a study then would be to analyze the dynamics and the ways by which these relationships have an effect on the college.

12. Lastly, it is strongly recommended that somewhere in the State system a center for research and development for the community college system be established. The fact that each of the trustees interviewed and their presidents felt a relative isolation from what was going on, the fact that each board seems to operate in its own style, in its own way, and in many cases with its own understanding

or misunderstanding of how it should function leads the author to conclude that a more systematic analysis of what indeed is taking place in New York State should be undertaken. A research center whose exclusive mission is the study of the colleges in New York State is sorely needed. In the author's opinion the lack of such a center has kept the community college movement in New York State from operating as a single system. The author makes no recommendations of greater importance than this one.

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APPENDIX 1

INTERVIEW QUESTIONNAIRE FOR TRUSTEES

Name _____ College _____

I. BASIC DATA (fill in where possible in advance)

A. Date appointed to board _____ Years of service _____ Charter/Replacement

B. Office held _____

C. Committees (w/office) _____

D. Occupation (title) _____

E. Education _____

F. Nature of appointment _____

G. Do you know why you were appointed to board? _____ Why? _____

_____

II. NATURE OF BOARD, BOARD'S ROLE AND FUNCTIONING

A. How are board members actually selected? _____

_____

_____

1. Are defined or undefined criteria used? (e.g., balance, geography, occupation, talent) _____

_____

_____

2. Should board have different representation? [e.g., labor/trades, minority, poor, students, alumni, faculty (academic)]? _____

What type? _____

_____

B. What do you view as the major responsibilities of the board?

_____

_____

1. What do you see as your role? _____

2. How did you learn your role? _____

_____

C. Do you think role or functioning of a community college board is different from boards of other types of higher institutions? (e.g., more supervision over local affairs, more responsive more quickly) _____

1. If yes, how? If no, why? _____

_____

_____

D. How are agenda for board meetings prepared? _____

_____

1. By whom? _____

2. Who really has inputs? _____

E. Who conducts board meetings? (really) _____

1. Where are board meetings held? _____

F. How does the board obtain data or information for decision making? _____

_____

1. Which is more important--staff or board committee input? _____

_____

2. Where are committee meetings held? _____

G. Do you feel the president really levels with the board? _____ or with specific members of the board? _____

H. Is board just a "rubber stamp"? _____

I. Does the president or the board chairman evaluate the contribution of individual board members? _____

1. The board as a whole? _____

2. How? (process, formal, informally, secretly or with knowledge of board, use of third party) _____

_____

J. Does full board evaluate:

1. Itself? _____ How? (as above) _____
2. The president? _____ How? (as above) _____
3. The college? _____ How? (as above) _____

III. EDUCATION OF BOARD (use check list)

A. Is there any type of formal orientation for new trustees? _____

1. What is done? _____

_____

2. Is it effective? _____
3. How would you change it? _____

_____

4. Would you want outside help? _____ What? _____

_____

5. President's specific role? _____

_____

B. Are there any kinds of programs or activities for the inservice education of the total board? _____

1. What is done? _____

_____

2. Effective? _____
3. How would you change it? _____
4. Would you want outside help? _____ What? _____
5. President's specific role? _____

_____

C. Do you feel there is a need to educate board regarding unique mission of the comprehensive community college? _____ Why? _____

_____

1. How? _____

2. President's specific role? _____

D. In educating or orienting the board what has been done by:

1. SUNY Central _____

2. SUNY Units _____

3. Other universities _____

4. The State Trustee's Assn. _____

5. AAJC _____

6. Journals _____

7. College staff and students _____

8. Others? _____

E. Do you feel there <u>is</u> a need for more formal ways of:

1. Orienting new trustees? _____ How? _____

_____

2. Training for all trustees? _____ How? _____

_____

F. What do you think <u>should</u> be done by?

1. SUNY Central _____

2. SUNY Units _____

3. Other universities _____

4. The State Trustee's Assn. _____

5. AAJC _____

6. Journals _____

7. College staff and students _____

8. Others? _____

IV. ISSUES DEALING COMPREHENSIVENESS
(Regardless of how you define comprehensiveness because we might differ)
(use check list)

A. What are goals and purposes of your college? _____

_____

1. How did you learn of them? (president?) _____

_____

2. Do you agree with them? _____

B. What areas of comprehensiveness don't you have now that you think you should have? _____

_____

1. What are the impediments to implementing? _____

_____

2. Role of board of trustees? _____

C. What is decision making process that is followed to add new educational offering? _____

_____

1. Role of advisory councils? _____

_____

2. Involvement of local or regional manpower councils? _____

_____

3. Liaison with other agencies? _____

D. What is process to delete them? _____

_____

E. Why don't you have _____? (fill in based on analysis of catalog--e.g., Jamestown without sect sciences)

_____

F. Doesn't comprehensiveness sometimes mean spreading the institution too thin? _____

1. Why? _____

2. Shouldn't other agencies be doing some of the job? _____(i.e., certif., remedial, developmental, adult ed-BOCES, Schools, unions, YMCA's, etc.)

V. BOARD-PRESIDENTIAL RELATIONS

A. What kind of issues,policies, practices do you feel you (or the board) and the president disagree about?

_____

_____

1. How are such issues dealt with? _____

_____

_____

B. Thinking back over the last several years--have there been any disagreements (misunderstandings) between the board (or individual members) and the president? _____

1. What? _____

2. How were they resolved? _____

_____

APPENDIX 2

INTERVIEW QUESTIONNAIRE FOR PRESIDENT

Name _____ College _____

I. BASIC DATA (fill in where possible in advance)

A. Year college first enrolled students _____.

B. Date first at college _____. (Yrs.) _____.

C. Date of presidency _____. (Yrs.) _____.

D. Plan _____ (A or C)

II. NATURE OF BOARD, BOARD'S ROLE AND FUNCTIONING

A. How are board members actually selected:

1. By Governor? _____

_____

_____

2. By Sponsor? _____

_____

_____

B. Are defined or undefined criteria used? (e.g., balance, geography, occupation, talent)

_____

_____

C. Should board have different representation? [e.g., labor/trades, minority, poor, students, alumni, faculty (academic)] _____.

1. What type? _____

D. Do you think role or functioning of a community college board is different from boards of other types of higher institutions? (ignore supervisor problem) (e.g., more supervision over local affairs, more responsive more quickly) _____

1. If yes, how? _____

2. If no, why? _____

E. Who prepares agenda for board meetings? _____

_____

1. Who contributes? _____

2. Who really has inputs? _____

F. Who conducts board meetings? (Really) _____

1. Where are board meetings held? _____

G. Who attends board meetings? (e.g., press, public, staff, students, faculty)

_____

1. Do you always attend? _____ If not, why? _____

2. Why are (is) _____ included (excluded)? _____

_____

_____

_____

H. If meetings are "public" do you meet in Executive Session? _____

1. Who attends executive sessions? _____

2. Why included (excluded)? _____

3. Who calls executive sessions? _____

4. If no executive session how, when, and where are "sensitive" issues discussed? _____

_____

I. How does the board obtain data or information for decision making? _____

_____

1. Which is more important--staff or board committee input? _____

_____

J. Do you feel you can really level with your board? _____ or with specific members of the board? _____

K. Is board just a "rubber stamp"? _____

L. Do you or the board chairman evaluate the contribution of individual board members? _____

1. The board as a whole? _____

2. How? (process, formal, informally, secretly or with knowledge of board, use of third party) _____

_____

M. Does full board evaluate:

1. Itself? _____ How? (as above) _____
2. You? _____ How? (as above) _____
3. The college _____ How? (as above) _____

III. EDUCATION OF BOARD (use checklist)

A. Do you have any type of formal orientation for new trustees? _____

1. What is done? _____

_____

2. Is it effective? _____
3. How would you change it? _____

_____

4. Do you wish for outside help? _____ What? _____

_____

5. What do you do? _____

B. Do you have any kinds of programs or activities for the inservice education of your board? _____

1. What? _____

_____

2. Effective? _____
3. How would you change it? _____
4. Do you wish for outside help? _____ What? _____
5. What do you do? _____

_____

C. Do you feel the need to educate board regarding unique mission of the comprehensive community college? _____

1. How? _____
2. What do you do? _____

_____

D. In educating or orienting trustees what has been done by:

1. SUNY Central _____
2. SUNY Units _____
3. Other universities _____
4. The State Association _____
5. AAJC _____
6. Journals _____
7. Your staff and students _____
8. Others? _____

E. Do you feel there is a need for more formal ways of:

1. Orienting new trustees? _____ How? _____

_____

2. Training for all trustees? _____ How? _____

_____

F. What do you think should be done by?

1. SUNY Central _____
2. SUNY Units _____
3. Other universities _____
4. The State Assn. _____
5. AAJC _____
6. Journals _____
7. Your staff and students _____
8. Others? _____

IV. ISSUES DEALING COMPREHENSIVENESS
(Regardless of how you define comprehensiveness because we might differ)
(Use check list)

A. What areas of comprehensiveness don't you have now that you think you should have? _____

_____

1. What are the impediments to implementing? _____

_____

2. Role of board of trustees? _____

B. What is decision making process that is followed to add new educational offering? _____

_____

1. Role of advisory councils? _____

_____

2. Involvement of local or regional manpower councils? _____

_____

3. Liaison with other agencies? _____

_____

C. What is process to delete them? _____

_____

D. Why don't you have _____? (fill in based on analysis of catalog -- e.g., Jamestown without sect sciences) _____

_____

E. Doesn't comprehensiveness sometimes mean spreading the institution too thin? _____

1. Why? _____

2. Shouldn't other agencies be doing some of the job? _____ (i.e., certif., remedial, developmental, adult ed-BOCES, schools, unions, YMCA's etc.)

V. BOARD-PRESIDENTIAL RELATIONS

A. What kind of issues, policies, practices do you feel you and your board disagree about?

_____

_____

1. How do you cope with them? _____

_____

2. Are you successful? _____

B. Thinking back over the last several years--have there been any disagreements (misunderstandings) between you and board (or individual members)? _____

1. What? _____

2. What did you do to cope? _____

3. How resolved? _____

APPENDIX 3

(College A)

CHECK LIST OF TECHNIQUES FOR EDUCATING BOARDS

President	Trustee Responses	
G	4G, 1Y	Programs to orient new members
Y	3Y, 2G	Newsletter from college
Y	2Y, 2G, 1N	Involvement in agenda setting
G	4Y, 1G	Monthly reports from college
N	2G, 1N	Rotating memberships on committees
G	2G, 2Y	Roundtable discussions with students, staff, outsiders, alone
Y	5Y	Frank discussions with president, alone
G	4G, 1N	On campus - in classes, at faculty meeting, at committee meetings, student bull sessions
G	3G, 1Y	Receiving institutional minutes - administrative, faculty, student
N	2G, 2N	Meetings issue v.s. detail oriented (one major theme per meeting)
N	3G, 1Y	Do more work as a trustee
N	3N, 1G	Every board member on a working committee
G	5Y	Receive (read) publications to be aware of national changes, trends, issues, problems
N	4Y, 1G	Use outside consultants
G	3G, 2Y	Formal inservice programs
G	3G, 2Y	Recognize need for professional growth as a trustee
Y	5Y	Attend board (committee) meetings
G	4G, 1N	Self-study of board re: role, functioning, attitudes, effectiveness
G	3Y, 2G	Visit other institutions
Y	5Y	Discuss issues with trustees of other institutions
N	4G, 1N	One meeting per year on trends and issues
G	3Y, 2G	Give trustees annotated books (articles) to read
Y	5Y	Committees (board) meet on campus
Y	5Y, 1G	Closed meeting with president telling what he'd like and can't get
G	5G	Have all think of ways to educate board

SCALE

Y - Yes, we do at our college
N - No, we do not do and probably should not do
G - Good idea, but we do not currently do it

APPENDIX 3

(College B)

President	Trustee Responses	CHECK LIST OF TECHNIQUES FOR EDUCATING BOARDS
G	5G, 1Y	Programs to orient new members
Y	3G, 3N, 1Y	Newsletter from college
Y	3N, 2Y, 1G	Involvement in agenda setting
Y	3Y, 3G	Monthly reports from college
-	----------	Rotating memberships on committees
Y	5Y, 1G	Roundtable discussions with students, staff, outsiders, alone
G	5Y, 1G	Frank discussions with president, alone
G	3Y, 2G, 1N	On campus - in classes, at faculty meeting, at committee meetings, student bull sessions
G	4Y, 2N	Receiving institutional minutes - administrative, faculty, student
G	3N, 2G	Meetings issue v.s. detail oriented (one major theme per meeting)
N	3Y, 2G, 1N	Do more work as a trustee
N	3Y, 2N	Every board member on a working committee
G	5Y, 1G	Receive (read) publications to be aware of national changes, trends, issues, problems
Y	4G, 2N	Use outside consultants
G	4G, 2N	Formal inservice programs
Y	5G, 1Y	Recognize need for professional growth as a trustee
Y	5Y, 1N	Attend board (committee) meetings
G	5G, 1Y	Self-study of board re: role, functioning, attitudes, effectiveness
G	4G, 1Y, 1N	Visit other institutions
Y	3G, 2Y, 1N	Discuss issues with trustees of other institutions
Y	4G, 2N	One meeting per year on trends and issues
Y	4Y, 2G	Give trustees annotated books (articles) to read
Y	5Y	Committees (board) meet on campus
Y	4Y, 2G	Closed meeting with president telling what he'd like and can't get
G	3G, 2Y, 1N	Have all think of ways to educate board

SCALE

Y - Yes, we do at our college
N - No, we do not do and probably should not do
G - Good idea, but we do not currently do it

APPENDIX 3

(College C)

President	Trustee Responses	CHECK LIST OF TECHNIQUES FOR EDUCATING BOARDS
G	5G	Programs to orient new members
N	2Y, 2G	Newsletter from college
Y	5Y	Involvement in agenda setting
Y	5Y	Monthly reports from college
Y	2N, 2G	Rotating memberships on committees
Y	2N, 2Y	Roundtable discussions with students, staff, outsiders, alone
G	4Y, 1N	Frank discussions with president, alone
G	3N, 2Y	On campus - in classes, at faculty meeting, at committee meetings, student bull sessions
N	3Y, 2N	Receiving institutional minutes - administrative, faculty student
Y	4N, 1Y	Meetings issue v.s. detail oriented (one major theme per meeting)
Y	2N, 1G	Do more work as a trustee
Y	5Y	Every board member on a working committee
Y	2Y, 2G	Receive (read) publications to be aware of national changes, trends, issues, problems
G	2Y, 2G	Use outside consultants
G	1Y, 3N, 1G	Formal inservice programs
Y	3Y	Recognize need for professional growth as a trustee
Y	5Y	Attend board (committee) meetings
G	3G, 2Y	Self-study of board re: role, functioning, attitudes, effectiveness
Y	3G, 2N	Visit other institutions
Y	3Y, 2G	Discuss issues with trustees of other institutions
G	3G	One meeting per year on trends and issues
Y	3Y, 2G	Give trustees annotated books (articles) to read
Y	5Y	Committees (board) meet on campus
Y	3Y, 2N	Closed meeting with president telling what he'd like and can't get
N	4G, 1Y	Have all think of ways to educate board

SCALE

Y - Yes, we do at our college
N - No, we do not do and probably should not do
G - Good idea, but we do not currently do it

APPENDIX 3

(College D)

President	Trustee Responses	CHECK LIST OF TECHNIQUES FOR EDUCATING BOARDS
Y	6G, 2Y	Programs to orient new members
Y	6Y, 2G	Newsletter from college
Y	5N, 3Y	Involvement in agenda setting
Y	8Y	Monthly reports from college
N	5Y, 2G, 2N	Rotating memberships on committees
Y	4G, 3Y, 1N	Roundtable discussions with students, staff, outsiders, alone
G	6Y, 2G	Frank discussions with president, alone
N	3G, 3N, 2Y	On campus - in classes, at faculty meeting, at committee meetings, student bull sessions
N	4N, 2Y, 2G	Receiving institutional minutes - administrative, faculty student
Y	5N, 3Y	Meetings issue v.s. detail oriented (one major theme per meeting)
N	6Y, 2N	Do more work as a trustee
Y	8Y	Every board member on a working committee
G	5Y, 2G, 1N	Receive (read) publications to be aware of national changes, trends, issues, problems
N	6Y, 1G, 1N	Use outside consultants
G	6G, 2Y	Formal inservice programs
	6Y, 2G	Recognize need for professional growth as a trustee
	8Y	Attend board (committee) meetings
G	6G, 2Y	Self-study of board re: role, functioning, attitudes, effectiveness
Y	4G, 3Y, 1N	Visit other institutions
Y	6Y, 1G, 1N	Discuss issues with trustees of other institutions
G	5G, 3Y	One meeting per year on trends and issues
Y	6G, 2Y, 1N	Give trustees annotated books (articles) to read
Y	8Y	Committees (board) meet on campus
G	5N, 2Y, 1G	Closed meeting with president telling what he'd like and can't get
G	5G, 2N, 1Y	Have all think of ways to educate board

SCALE

Y - Yes, we do at our college
N - No, we do not do and probably should not do
G - Good idea, but we do not currently do it

APPENDIX 3

(College E)

President	Trustee Responses	CHECK LIST OF TECHNIQUES FOR EDUCATING BOARDS
G	4G, 2Y	Programs to orient new members
G	4G, 2Y	Newsletter from college
Y	3Y, 4G	Involvement in agenda setting
G	4Y, 2G	Monthly reports from college
G	3G, 2Y, 1N	Rotating memberships on committees
Y	4G, 2Y	Roundtable discussions with students, staff, outsiders, alone
Y	4Y, 2G	Frank discussions with president, alone
N	3G, 2Y, 1N	On campus - in classes, at faculty meeting, at committee meetings, student bull sessions
Y	3N, 3Y	Receiving institutional minutes - administrative, faculty student
N	2G, 1Y, 1N	Meetings issue v.s. detail oriented (one major theme per meeting)
G	5G, 1Y, 1N	Do more work as a trustee
G	3Y, 3G	Every board member on a working committee
Y	4Y, 2G	Receive (read) publications to be aware of national changes, trends, issues, problems
G	3G, 4Y	Use outside consultants
G	6G	Formal inservice programs
Y	3Y, 2G	Recognize need for professional growth as a trustee
G	5Y, 1G	Attend board (committee) meetings
G	6G	Self-study of board re: role, functioning, attitudes, effectiveness
G	5G, 1N	Visit other institutions
Y	4G, 3Y	Discuss issues with trustees of other institutions
G	5G, 1Y	One meeting per year on trends and issues
Y	5Y, 1G	Give trustees annotated books (articles) to read
G	6Y	Committees (board) meet on campus
G	3Y, 2G, 1N	Closed meeting with president telling what he'd like and can't get
G	5G, 1Y	Have all think of ways to educate board

SCALE

Y - Yes, we do at our college
N - No, we do not do and probably should not do
G - Good idea, but we do not currently do it

APPENDIX 3

(College F)

President	Trustee Responses	CHECK LIST OF TECHNIQUES FOR EDUCATING BOARDS
Y	1G, 1N	Programs to orient new members
G	1G, 1N	Newsletter from college
G	1G, 1N	Involvement in agenda setting
Y	1Y, 1G	Monthly reports from college
Y	1N, 1G	Rotating memberships on committees
Y	2G	Roundtable discussions with students, staff, outsiders, alone
Y	1Y, 1G	Frank discussions with president, alone
G	1Y, 1N	On campus - in classes, at faculty meeting, at committee meetings, student bull sessions
G	2Y	Receiving institutional minutes - administrative, faculty student
N	2N	Meetings issue v.s. detail oriented (one major theme per meeting)
Y	2G	Do more work as a trustee
Y	1Y, 1G	Every board member on a working committee
Y	2Y	Receive (read) publications to be aware of national changes, trends, issues, problems
G	2G	Use outside consultants
G	2G	Formal inservice programs
Y	2G	Recognize need for professional growth as a trustee
Y	2Y	Attend board (committee) meetings
G	1Y, 1G	Self-study of board re: role, functioning, attitudes effectiveness
G	2G	Visit other institutions
G	2G	Discuss issues with trustees of other institutions
N	2G	One meeting per year on trends and issues
Y	1G, 1N	Give trustees annotated books (articles) to read
Y	2Y	Committees (board) meet on campus
-	1Y, 1N	Closed meeting with president telling what he'd like and can't get
G	1G, 1N	Have all think of ways to educate board

SCALE

Y - Yes, we do at our college
N - No, we do not do and probably should not do
G - Good idea, but we do not currently do it

APPENDIX 4

(College A)

EXAMPLES OF ACTIVITIES/PROGRAMS/ATTITUDES
FOUND IN COMMUNITY COLLEGES

President	Trustee Average Response	
5	4.4	Student activities (social, athletic, cultural)
5	5	Counseling services
5	3.6	Admission open to all high school graduates in sponsoring area
5	3.8	One year certificate programs
5	4	Non-credit community service programs available as constituency requires
3	3	Financial aid for needy students with "no strings attached"
2	3.6	Special recruiting for "disadvantaged" students
3	4.6	Vocational and career planning counseling
5	3.4	Curricular articulation with BOCES
2	2.4	Student run courses for credit as part of degree program
5	4.6	Curricular advisory committees
5	4	"Remedial" or "developmental" programs
5	4.4	Transfer counseling
2	2.8	Uncensored student publications
5	4.6	Continuing education programs
5	4	A.A.S. faculty curricula on equal basis with A.A. & A.S. faculty curricula
1	1.8	Students represented on the board of trustees
5	3.6	Full array of testing programs
5	4.2	Institutional and/or instructional research
5	4	General studies programs for undecided students
5	4	Academic freedom for faculty
5	3.6	Career programs with status equal to transfer programs
1	1.6	Scholarships for intercollegiate athletics
3	3.6	Curricular ladders (certif., to A.A.S. to transfer available)
3	3.6	No penalty grading system for those who change program direction
3	3	Procedures to reward success v.s. penalizing failure
1	3.6	Co-op work experience in career curricula
3	4.2	Financial aid counseling
2	2.6	Student involvement in institutional governance
3	3.2	Not dismiss anyone for scholastic reasons at end of first semester
3	3.6	Student, rather than discipline, centered teaching
3	3	Educational programs and services at locations other than campus for convenience of special groups or needs
3	2.8	Year round operation
3	2.8	Humanistic (affective) educational offerings
5	3.6	Credit by examination and/or independent study options

APPENDIX 4

(College B)

EXAMPLES OF ACTIVITIES/PROGRAMS/ATTITUDES
FOUND IN COMMUNITY COLLEGES

President	Trustee Average Response	
5	4.8	Student activities (social, athletic, cultural)
5	3.8	Counseling services
4	4.5	Admission open to all high school graduates in sponsoring area
5	3.7	One year certificate programs
5	3.3	Non-credit community service programs available as constituency requires
4	4.2	Financial aid for needy students with "no strings attached"
4	3.5	Special recruiting for "disadvantaged" students
5	4	Vocational and career planning counseling
4	3.3	Curricular articulation with BOCES
1	1.7	Student run courses for credit as part of degree program
2	3.2	Curricular advisory committees
3	2.7	"Remedial" or "developmental" programs
4	3.7	Transfer counseling
4	2.5	Uncensored student publications
5	4	Continuing education programs
5	3.5	A.A.S. faculty curricula on equal basis with A.A. & A.S. faculty curricula
1	1.5	Students represented on the board of trustees
1	3	Full array of testing programs
5	2.3	Institutional and/or instructional research
4	3.2	General studies programs for undecided students
5	4.3	Academic freedom for faculty
5	3.6	Career programs with status equal to transfer programs
1	1.8	Scholarships for intercollegiate athletics
5	3.7	Curricular ladders (certif., to A.A.S. to transfer available)
5	3.5	No penalty grading system for those who change program direction
5	3.3	Procedures to reward success v.s. penalizing failure
3	2.8	Co-op work experience in career curricula
4	3.5	Financial aid counseling
1	2.8	Student involvement in institutional governance
3	1.8	Not dismiss anyone for scholastic reasons at end of first semester
4	3.3	Student, rather than discipline, centered teaching
5	3.5	Educational programs and services at locations other than campus for convenience of special groups or needs
2	3.2	Year round operation
2	3	Humanistic (affective) educational offerings
4	2.8	Credit by examination and/or independent study options

APPENDIX 4

(College C)

EXAMPLES OF ACTIVITIES/PROGRAMS/ATTITUDES
FOUND IN COMMUNITY COLLEGES

President	Trustee Average Response	
4	4.8	Student activities (social, athletic, cultural)
4	5	Counseling services
3	3.8	Admission open to all high school graduates in sponsoring area
3	2.8	One year certificate programs
5	3	Non-credit community service programs available as constituency requires
3	4.4	Financial aid for needy students with "no strings attached"
3	5	Special recruiting for "disadvantaged" students
4	4.6	Vocational and career planning counseling
3	1.9	Curricular articulation with BOCES
-	---	Student run courses for credit as part of degree program
4	3.6	Curricular advisory committees
5	4.7	"Remedial" or"developmental" programs
4	4.2	Transfer counseling
3	3.6	Uncensored student publications
5	4.4	Continuing education programs
5	4.2	A.A.S. faculty curricula on equal basis with A.A. & A.S. faculty curricula
-	---	Students represented on the board of trustees
3	3.8	Full array of testing programs
3	3.4	Institutional and/or instructional research
4	3.8	General studies programs for undecided students
5	4.8	Academic freedom for faculty
5	5	Career programs with status equal to transfer programs
-	---	Scholarships for intercollegiate athletics
4	4.3	Curricular ladders (certif., to A.A.S. to transfer available)
4	4.4	No penalty grading system for those who change program direction
4	3.8	Procedures to reward success v.s. penalizing failure
5	4	Co-op work experience in career curricula
4	4.2	Financial aid counseling
4	4.5	Student involvement in institutional governance
1	2.5	Not dismiss anyone for scholastic reasons at end of first semester
3	4.2	Student, rather than discipline, centered teaching
4	4.2	Educational programs and services at locations other than campus for convenience of special groups or needs
3	4.2	Year round operation
3	4.6	Humanistic (affective) educational offerings
4	3.8	Credit by examination and/or independent study options

APPENDIX 4

(College D)

EXAMPLES OF ACTIVITIES/PROGRAMS/ATTITUDES
FOUND IN COMMUNITY COLLEGES

President	Trustee Average Response	
4	4.5	Student activities (social, athletic, cultural)
5	4.9	Counseling services
5	4.2	Admission open to all high school graduates in sponsoring area
5	2.6	One year certificate programs
5	4.4	Non-credit community service programs available as constituency requires
4	4	Financial aid for needy students with "no strings attached"
4	4	Special recruiting for "disadvantaged" students
4	4.6	Vocational and career planning counseling
3	3.9	Curricular articulation with BOCES
3	1.5	Student run courses for credit as part of degree program
5	3.9	Curricular advisory committees
4	4.1	"Remedial" or "developmental" programs
4	4.9	Transfer counseling
3	1.8	Uncensored student publications
5	4.8	Continuing education programs
5	4.5	A.A.S. faculty curricula on equal basis with A.A. & A.S. faculty curricula
3	1.5	Students represented on the board of trustees
3	3.9	Full array of testing programs
4	3.8	Institutional and/or instructional research
3	3.6	General studies programs for undecided students
5	4.1	Academic freedom for faculty
5	4.1	Career programs with status equal to transfer programs
1	1.4	Scholarships for intercollegiate athletics
4	3.8	Curricular ladders (certif., to A.A.S. to transfer available)
3	4	No penalty grading system for those who change program direction
4	3.5	Procedures to reward success v.s. penalizing failure
3	4.2	Co-op work experience in career curricula
4	1.4	Financial aid counseling
4	2.9	Student involvement in institutional governance
5	3	Not dismiss anyone for scholastic reasons at end of first semester
3	3.2	Student, rather than discipline, centered teaching
3	3.6	Educational programs and services at locations other than campus for convenience of special groups or needs
4	2.8	Year round operation
4	4	Humanistic (affective) educational offerings
4	3.5	Credit by examination and/or independent study options

APPENDIX 4

(College E)

EXAMPLES OF ACTIVITIES/PROGRAMS/ATTITUDES
FOUND IN COMMUNITY COLLEGES

President	Trustee Average Response	
5	4.8	Student activities (social, athletic, cultural)
5	5	Counseling services
5	4.7	Admission open to all high school graduates in sponsoring area
5	4	One year certificate programs
5	4.5	Non-credit community service programs available as constituency requires
5	3.2	Financial aid for needy students with "no strings attached"
5	4.7	Special recruiting for "disadvantaged" students
5	5	Vocational and career planning counseling
4-5	4.2	Curricular articulation with BOCES
2-3	2.8	Student run courses for credit as part of degree program
5	3.8	Curricular advisory committees
5	4.7	"Remedial" or "developmental" programs
5	4.5	Transfer counseling
5	3	Uncensored student publications
5	4.5	Continuing education programs
5	4.8	A.A.S. faculty curricula on equal basis with A.A. & A.S. faculty curricula
5 at 1 on	4	Students represented on the board of trustees
5	4.2	Full array of testing programs
5	4.5	Institutional and/or instructional research
5	3.8	General studies programs for undecided students
5	4.8	Academic freedom for faculty
5	4.7	Career programs with status equal to transfer programs
1	1.2	Scholarships for intercollegiate athletics
5	4.3	Curricular ladders (certif., to A.A.S. to transfer available)
5	3.8	No penalty grading system for those who change program direction
5	2.7	Procedures to reward success v.s. penalizing failure
4	4.3	Co-op work experience in career curricula
5	4.5	Financial aid counseling
5	4.2	Student involvement in institutional governance
3	3.8	Not dismiss anyone for scholastic reasons at end of first semester
5	4	Student, rather than discipline, centered teaching
5	4.5	Educational programs and services at locations other than campus for convenience of special groups or needs
5	4.7	Year round operation
5	4.3	Humanistic (affective) educational offerings
5	4	Credit by examination and/or independent study options

APPENDIX 4

(College F)

EXAMPLES OF ACTIVITIES/PROGRAMS/ATTITUDES
FOUND IN COMMUNITY COLLEGES

President	Trustee Average Response	
5	4	Student activities (social, athletic, cultural)
5	4.7	Counseling services
2	2	Admission open to all high school graduates in sponsoring area
3	3.7	One year certificate programs
3	4	Non-credit community service programs available as constituency requires
5	3.3	Financial aid for needy students with "no strings attached"
5	3	Special recruiting for "disadvantaged" students
4	5	Vocational and career planning counseling
3	2.7	Curricular articulation with BOCES
1	2.7	Student run courses for credit as part of degree program
3	4.7	Curricular advisory committees
5	3	"Remedial" or "developmental" programs
5	4	Transfer counseling
1	1.7	Uncensored student publications
5	4.3	Continuing education programs
5	3	A.A.S. faculty curricula on equal basis with A.A. & A.S. faculty curricula
1	1	Students represented on the board of trustees
5	3	Full array of testing programs
4	4	Institutional and/or instructional research
3	4.3	General studies programs for undecided students
5	3.7	Academic freedom for faculty
5	4	Career programs with status equal to transfer programs
1	2.7	Scholarships for intercollegiate athletics
3	4	Curricular ladders (certif., to A.A.S. to transfer available)
3	5	No penalty grading system for those who change program direction
3	3.3	Procedures to reward success v.s. penalizing failure
5	3	Co-op work experience in career curricula
5	3	Financial aid counseling
1	1	Student involvement in institutional governance
1	3.3	Not dismiss anyone for scholastic reasons at end of first semester
2	3	Student, rather than discipline, centered teaching
3	3	Educational programs and services at locations other than campus for convenience of special groups or needs
1	3.3	Year round operation
4	4.3	Humanistic (affective) educational offerings
3	4	Credit by examination and/or independent study options